

## Overview

This lesson reinforces the concept of then (past) and now (present). Students read an expository text and find verifiable evidence from the past of games and toys that were used by children more than 100 years ago. To find the evidence, the students use primary sources, both historic photographs and diary entries. The students use this evidence and personal experiences from their own lives to write an original essay. This lesson can be done in one day.

## Standards

History:

Benchmark 4, Indicator 2: The student locates information using both primary and secondary sources.

Writing:

Benchmark 2, Indicator 3: The student writes using personal experience and/or observations to provide information from varied resources.

## Objectives

Skills:

- The students will use primary source materials to gather evidence about the past.
- The students will compare and contrast their lives with those of children living in Kansas more than 100 years ago.
- The students will write an original expository essay using the observed evidence and personal experience.

## Essential Questions

- What is the past and what is the present?
- How were children 100 years ago like children today?
- How do we know how people lived in the past?



## Activities

This activity uses the following *Read Kansas* cards:

- **Games Children Play**

1. Have the students read the **Games Children Play** *Read Kansas* card. Help the students examine the photographs and the diary entries for evidence of what children played with a long time ago.
  - You also may want to discuss how we would know that these are historic photographs. What are the visual clues that you see, such as what clothing are the children wearing?
2. Have the students complete the **Games Children Play** worksheet. They are to circle the items we have evidence of children using in the past as part of their play. The evidence must be taken from the historic photographs and the diary entries presented in the reading.
  - Students should be able to find the following.
    - a. bike
    - b. doll
    - c. kite
    - d. swing
    - e. roller skates
    - f. baseball
    - g. croquet
    - h. ball
3. Make an overhead of the **Games Children Play** graphic organizer. In the column labeled “100 Years Ago” write down the toys and games that children played with in the past. This is the same list presented above. Encourage the students to discuss what games and toys they play with today. Write those in the column labeled “Today.” As a class, circle those items that children 100 years ago and children today have in common.
4. Leaving the overhead on so that the students can continue to view it, have each student draw pictures and write a paragraph to tell what is the same and what is different about the games and toys of the past and the present. Have the students use the **Games Children Play Writing Worksheet**. Follow whatever writing program you use to help the students complete their paragraph.

## Assessment

- Evaluate the students’ abilities to correctly complete the **Games Children Play** worksheet.
- Observe the students’ abilities to compare and contrast their lives with children from the past during the discussion prompted by the graphic organizer.
- Evaluate the students’ original writing.

## For the Teacher

What is a primary source?

- Historians use primary sources to understand what happened in the past.
- A primary source is a document or an artifact that was created at the time of an event or by a person that was present at the event. Photographs, newspapers, census records, and diaries are all primary sources.
- Once an historian pieces together the events of the past through primary sources, he or she interprets those materials to tell the story of the past. When someone, such as an historian, writes an interpreted account of the past that is considered a secondary source.
- The historic photographs and the diary entries in the **Games Children Play Read Kansas** cards are primary sources. The text of the card is a secondary source.

What do we know about the primary sources used in this lesson?

- The historic photographs are from the collections of the Kansas State Historical Society.
  - The photograph of the boys with the bike was taken around 1900 in Russell, Kansas.
  - The photograph of the girls with their dolls was taken around 1900 in Kansas.
  - The photograph of the teacher and students with the ball and the croquet set was taken around 1910 in Greeley County, Kansas.
- The diary entries are from the Ned Beck diary in the collections of the Kansas State Historical Society. Edward S. "Ned" Beck was born in Indiana and moved to Kansas with his family. In 1880, when he was twelve years old, Ned wrote a diary about his life in Jackson County.
  - Portions of the diary are published in *"A Funnie Place, No Fences:" Teenagers' Views of Kansas, 1867-1900*, edited by C. Robert Haywood and Sandra Jarvis.

What do we know about toys and games in the past?

- Children of all cultures have played games and played with toys from the beginning of time.
- It is often difficult to pinpoint the origins of traditional games. There is evidence that swings existed as early as 1,800 years ago and that hopscotch was around in ancient Greece.
- Technology and materials available have always influenced children's games and toys.

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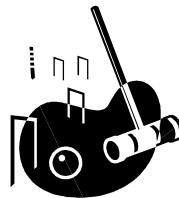
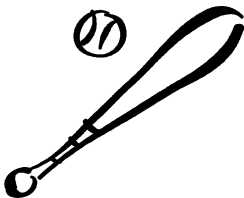
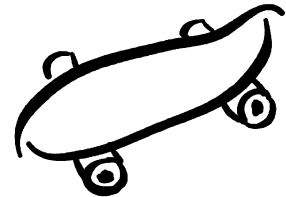
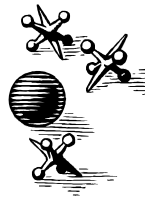
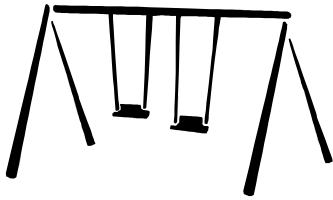
- Kansas State Historical Society collections

Name: \_\_\_\_\_

# Games Children Play

## Worksheet

Circle the toys that you saw in the photographs or read about in the journal.



# Games Children Play

100 Years Ago	Today

Name: \_\_\_\_\_

# Games Children Play Writing Worksheet

Draw a picture of a toy or game used 100 years ago and one used today. Write sentences about what is the same and what is different.

100 Years Ago	Today